



Erwin Elementary

1477 Locustwood Avenue
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	425 Students	
Principal	Jane B. Gaston	803-285-8484
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Below Average	Average
2006	Average	Good
2005	Average	Good
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

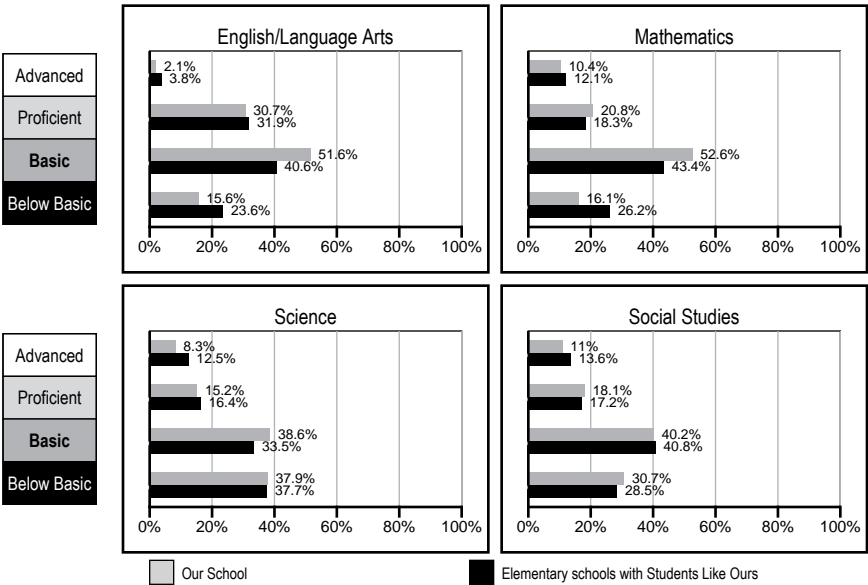
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	35	49	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=425)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 2.5%	2.8%	2.3%
Attendance rate	96.0%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	2.8%	Down from 4.1%	6.5%	10.4%
With disabilities other than speech	5.5%	Up from 4.9%	8.7%	7.5%
Older than usual for grade	0.3%	No Change	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	65.5%	Up from 62.1%	52.6%	56.7%
Continuing contract teachers	82.8%	No Change	75.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.2%	Up from 91.4%	85.9%	86.4%
Teacher attendance rate	95.0%	Down from 95.3%	94.7%	94.9%
Average teacher salary	\$47,068	Up 6.2%	\$44,473	\$45,345
Professional development days/teacher	16.5 days	Up from 14.3 days	13.0 days	12.6 days
School				
Principal's years at school	10.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.4 to 1	18.2 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 89.9%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,897	Up 8.4%	\$7,358	\$7,052
Percent of expenditures for instruction*	74.8%	Down from 75.7%	69.1%	69.1%
Percent of expenditures for teacher salaries*	69.1%	Up from 69.0%	63.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"Live to love, love to learn, and live to love learning" sets the stage for our attitude and atmosphere at Erwin Elementary and serves as our mission statement. We believe that happy students who are engaged in standards-based activities are likely to succeed. Our positive environment promotes challenging academic standards and outstanding school citizenship. Visitors are able to observe students actively participating in inquiry-based science kits and using our laptop computer lab or SmartBoards for research and interactive learning.

Numerous programs are available to students to provide creative outlets and to promote positive character development. Students may be involved in activities such as Relay for Life events, Drama Club, Art Therapy, Cheer and Dance Groups, Book Writing Club, Kindergarten/Grade 1 Chorus, Elementary Chorus, Study Buddies, A.C.E. Club, Student Council, Junior Achievement, SAIL Club, Choral Festival, Reading Counts, E-mail Pals, or the Ambassadors to Erwin.

Continuous improvement in statewide testing has occurred each year in which PACT has been administered. For three consecutive years, we have received the Palmetto Silver Award for improvement on PACT results. Our focus continues to be to provide opportunities for academic improvement by engaging students in learning before, during, and after school. Some activities offered before or after school include the following: math lab, writing programs, fitness programs, and computer classes. By offering additional programs, we are able to expand instruction of curriculum standards and offer assistance to students who need additional help while offering more challenging activities to others.

Our faculty and staff are focused on becoming stronger and they take advantage of professional development opportunities. All teachers participated in SmartBoard training sessions and were also trained on how to implement Poetry Alive in the classroom. All teachers wrote and submitted a grant and many were funded. We strive to provide quality instruction while maintaining an atmosphere that encourages individual differences and allows students to just be children.

Supportive parents, spirited students, and enthusiastic staff make our atmosphere one of playfulness and friendliness. Our welcome mat sums up our beliefs and supports our mission statement as it reads, "Little People, Big Dreams, and Bright Futures at Erwin Elementary."

Jane B. Gaston, Principal
Virginia Faulkner, Chairperson of School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	67	53
Percent satisfied with learning environment	100.0%	94.0%	88.5%
Percent satisfied with social and physical environment	100.0%	98.5%	91.8%
Percent satisfied with school-home relations	90.6%	100.0%	90.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	208	99.5	15.3	51.5	31.1	2	47.4	44.8	48.2	Yes	Yes
Gender											
Male	93	98.9	17.6	57.6	24.7	0	35.3	38	41.7	N/A	N/A
Female	115	100	13.5	46.8	36	3.6	56.8	52.2	55	N/A	N/A
Racial/Ethnic Group											
White	104	99	8.2	46.9	42.9	2	56.1	51.1	60	Yes	Yes
African American	99	100	22.3	56.4	19.1	2.1	39.4	30.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	18	94.4	57.1	28.6	14.3	0	28.6	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	142	100	18.4	56.6	23.5	1.5	43.4	32.1	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	208	99.5	15.8	53.6	20.4	10.2	45.9	48.7	45.8	Yes	Yes
Gender											
Male	93	98.9	18.8	50.6	21.2	9.4	44.7	47.7	45.6	N/A	N/A
Female	115	100	13.5	55.9	19.8	10.8	46.8	49.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	104	99	7.1	51	28.6	13.3	57.1	57.1	59	Yes	Yes
African American	99	100	24.5	56.4	11.7	7.4	35.1	29.6	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	49.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
Disability Status											
Disabled	18	94.4	28.6	71.4	0	0	21.4	18.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	142	100	17.6	55.1	19.1	8.1	40.4	35.5	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	142	99.3	38.1	38.8	14.9	8.2	23.1	31.8	35.7	96	95.9
Gender											
Male	69	98.6	38.1	41.3	11.1	9.5	20.6	33.1	37.4	95.2	95.7
Female	73	100	38	36.6	18.3	7	25.4	30.3	33.8	96.8	96.1
Racial/Ethnic Group											
White	69	98.6	24.6	40	21.5	13.8	35.4	39	49.2	96.1	95.8
African American	69	100	53	34.8	9.1	3	12.1	15.7	17	96.1	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	90.6	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	94.8	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.8
Disability Status											
Disabled	12	91.7	55.6	44.4	0	0	0	9.1	14	93.5	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.5	24.4	84.4	95.9
Socio-Economic Status											
Subsided meals	99	100	43.8	36.5	15.6	4.2	19.8	19.6	21.1	96	95.2
Social Studies											
All Students	140	100	29.8	40.5	19.1	10.7	29.8	27.2	34	96	95.9
Gender											
Male	61	100	26.8	41.1	21.4	10.7	32.1	30.1	36.6	95.2	95.7
Female	79	100	32	40	17.3	10.7	28	24.1	31.3	96.8	96.1
Racial/Ethnic Group											
White	67	100	23.8	28.6	31.7	15.9	47.6	32.2	44.5	96.1	95.8
African American	70	100	34.8	51.5	7.6	6.1	13.6	16	19.1	96.1	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	90.6	96.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	94.8	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.8
Disability Status											
Disabled	12	100	50	30	20	0	20	10.2	14.4	93.5	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.7	27.3	84.4	95.9
Socio-Economic Status											
Subsided meals	97	100	37.4	39.6	15.4	7.7	23.1	17.3	21	96	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	71	98.6	14.7	47.1	36.8	1.5	38.2
	4	78	100	11	60.3	27.4	1.4	28.8
	5	63	100	22.4	56.9	19	1.7	20.7
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	11.7	40	43.3	5	48.3
	4	74	100	20.3	50.7	29	0	29
	5	71	98.6	13.4	62.7	22.4	1.5	23.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	71	98.6	19.1	64.7	10.3	5.9	16.2
	4	78	100	28.8	45.2	17.8	8.2	26
	5	63	100	12.1	62.1	20.7	5.2	25.9
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	18.3	55	16.7	10	26.7
	4	74	100	20.3	56.5	15.9	7.2	23.2
	5	71	98.6	9	49.3	28.4	13.4	41.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	35	100	53.1	37.5	9.4	0	9.4
	4	78	100	56.3	32.4	7	4.2	11.3
	5	32	100	22.2	33.3	25.9	18.5	44.4
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	33	100	31.3	37.5	21.9	9.4	31.3
	4	74	100	44.9	40.6	10.1	4.3	14.5
	5	35	97.1	30.3	36.4	18.2	15.2	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	37	97.3	8.6	60	20	11.4	31.4
	4	78	100	22.5	66.2	9.9	1.4	11.3
	5	33	100	41.4	41.4	13.8	3.4	17.2
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	28.6	32.1	7.1	32.1	39.3
	4	74	100	26.1	46.4	23.2	4.3	27.5
	5	36	100	38.2	35.3	20.6	5.9	26.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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